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ABSTRACT

This guide represents the completion of phase one of the curriculum development process at the V. V. Reid Elementary School, a primary school established in 1989 under the sponsorship of Reid Chapel African Methodist Episcopal Church, Columbia, South Carolina. Contents of the guide include a statement of the school's philosophy of education, lists of textbooks and supplementary materials reviewed, lists of adopted textbooks and supplementary materials, descriptions of the course of study in 11 curriculum areas, and brief discussions of curriculum implementation and student evaluation. Curriculum areas include reading and writing, language arts, mathematics, science, social studies, African-American studies, spelling, health, physical education, aesthetic awareness, and personal development. Concluding material provides a statement of the overarching religious goals of learning and education, with special reference to African-American children, and a prayer of school affirmation. Inspirational quotations on achievement are appended. (RH)

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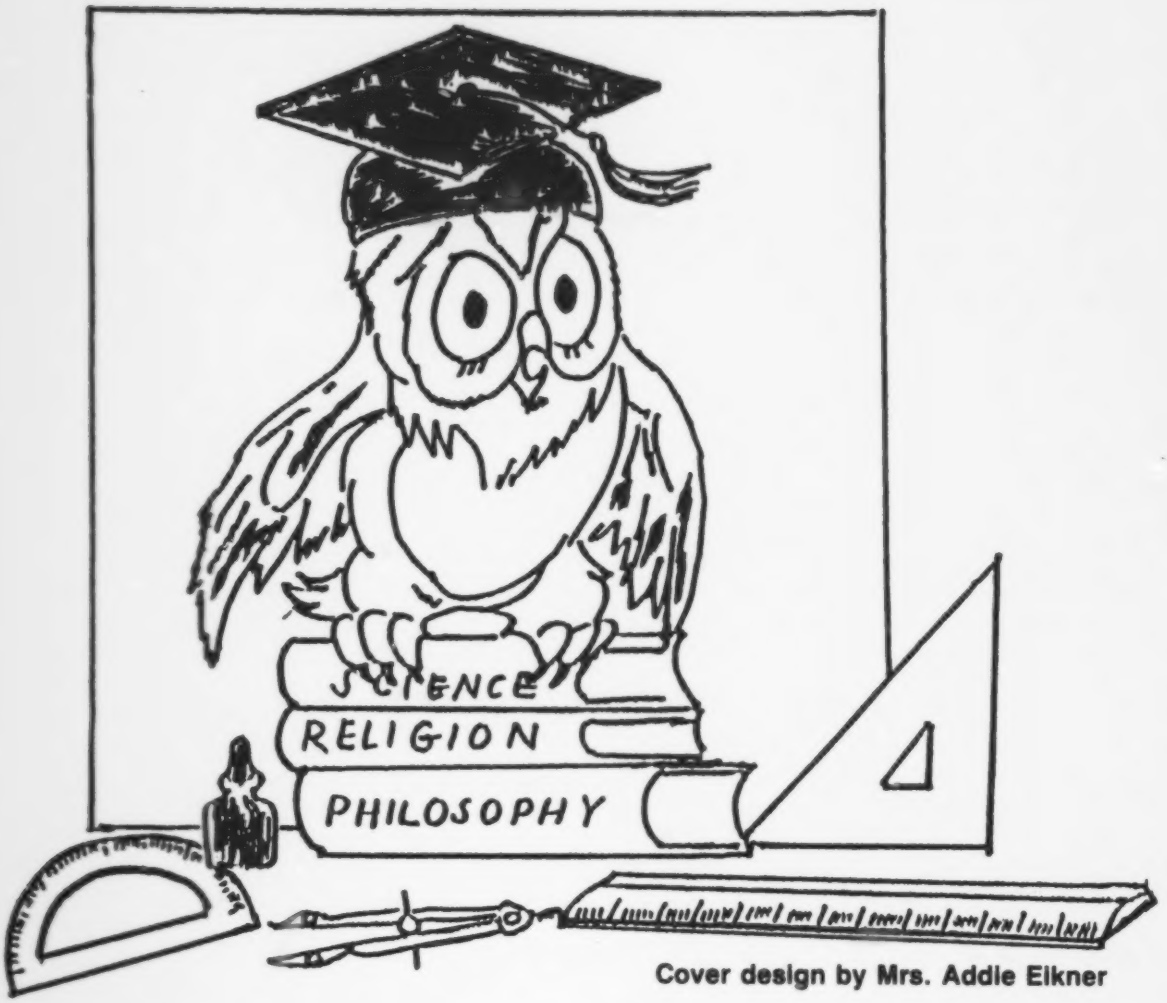
EXCELLENCE IN EDUCATION: A MODEL FOR CURRICULUM



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EXCELLENCE IN EDUCATION: A MODEL FOR CURRICULUM

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Columbia, South Carolina
September, 1989

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•••

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Pastor

"GOD OUR FATHER, CHRIST OUR REDEEMER, MAN OUR BROTHER"

IN DEDICATION TO THE HIGHEST INTELLIGENCE OF ALL . . .
GOD!

ACKNOWLEDGEMENTS

Since no one achieves anything alone, the efforts of many individuals contributed to the development of this guide. The members of the Curriculum Committee deserve a special expression of appreciation for both their time and their energy. The Curriculum Committee Members are:

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Special thanks is expressed to Mrs. Geneva Dawkins, Curriculum Chairperson and Miss Eleanor Reynolds, Chairperson of V. V. Reid Board of Directors for their unselfish, dedicated services and support. I would also like to express my appreciation to Ms. Yolanda Faison and

Mrs. Karen F. Scales-Waller for typing.

Moreover, I give thanks to God (in the name of His son Jesus) for the intelligence, guidance, strength and opportunity to write this guide and consult for V. V. Reid Elementary School. Finally, I wish to thank Mr. Bill Deloach for recommending me to the V. V. Reid Advisory Committee and to Mr. Tony Simmons for Graphic Arts.

Humbly,

Martha Jean Adams Heggins, Ed.D.
V. V. Reid School Consultant

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FORWARD

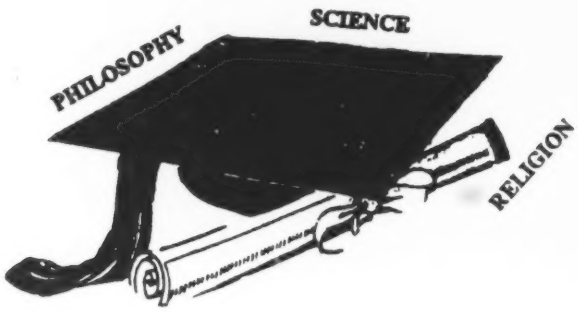
In a country where it was once considered criminal for African-Americans to be literate, and where dual systems of "separate-but-equal" public education were instituted to segregate learning, one finds on the era of the next millennium another independent school borne . . . **V. V. Reid Elementary School**, sponsored by Reid Chapel African Methodist Episcopal Church. The school officially opened the primary unit (first through third grades) on August 21, 1989. The school is established to serve as a light for the children in the Twenty-first Century.

The National Association of Independent Schools, whose members include the nation's prestigious private institutions, reported this fall that in 1985 minorities made up 10.7 percent of the total enrollment at member institutions. The figure was 6.8 percent 10 years ago. With the dropout rate for minority students approaching 50 or more percent in some urban school systems, educators say that more and more Black and Hispanic parents are paying private-school tuitions in the hope of giving their children an added measure of discipline and attention (Education Week, 1987).

This guide, "Excellent in Education: A Model for Curriculum," represents the completion of phase one of the curriculum development process for V. V. Reid Elementary School. The guide culminates six months of research, committee meetings, special reports, and special project activities. The guide is designed to provide the officials of Reid Chapel AME Church, members of V. V. Reid Board of Directors, the administrative personnel, faculty, staff, parents, and community with the curriculum for V. V. Reid Elementary School.

Excellence in Education: A Model for Curriculum will include a discussion of the philosophy, goals, and objectives of the school. Curriculum and supplementary materials reviewed and adopted are also addressed. A description of the course of study to be taught is included. The discussion of the subject content areas will be approached as follows: (a) objectives, (b) rationale, (c) instructional strategies, (d) organizational approaches, (e) implementation, and (f) evaluation.

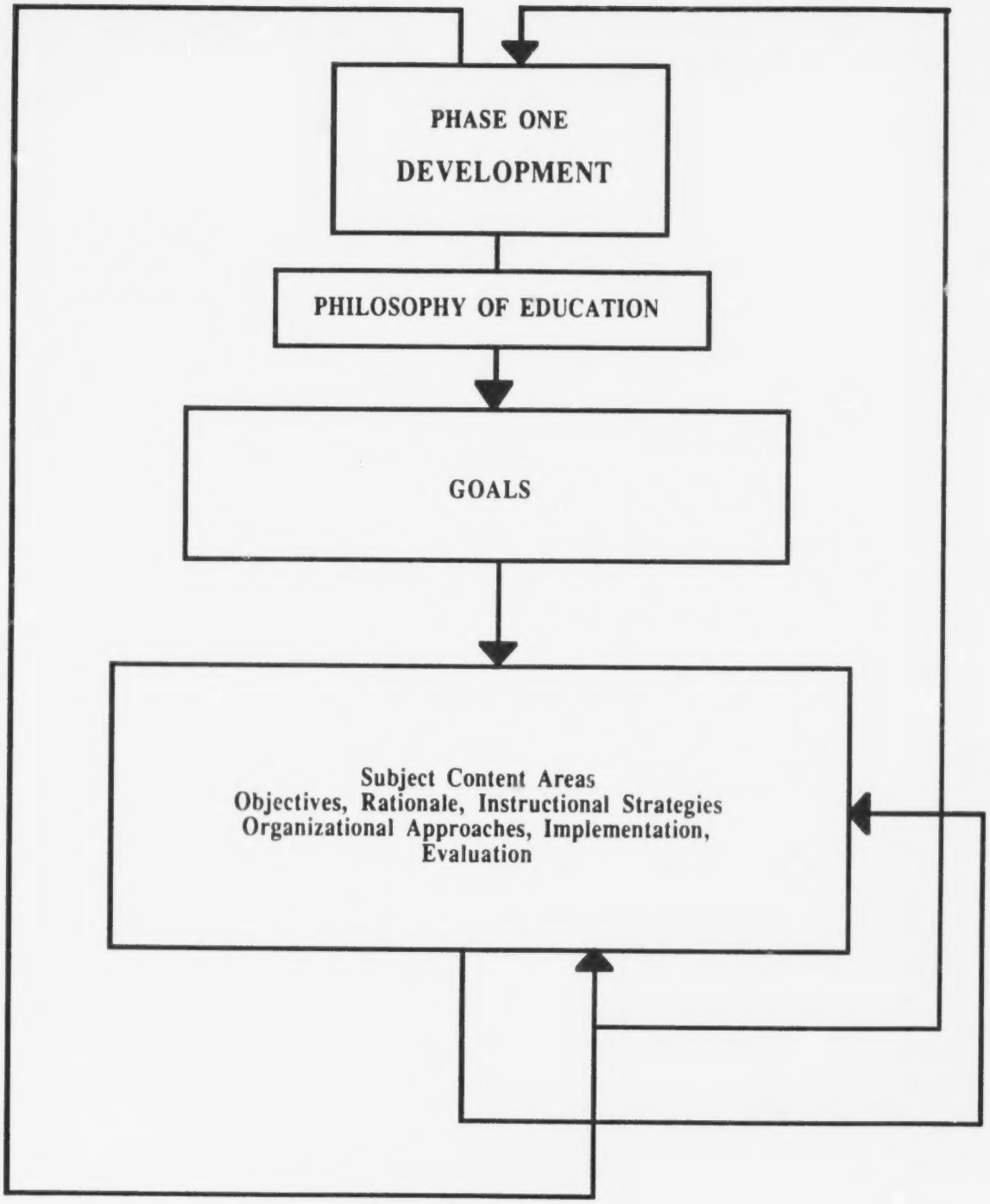
Finally, the guide will describe phase two plans (implementation) and phase three plans (evaluation). With divine guidance, strength, peace and love, V. V. Reid Elementary School is established as the **"light"** for the children of the Twenty-first Century. The base for instruction at V. V. Reid Elementary School is the three branches of knowledge, namely: (a) philosophy, (b) science, and (c) religion.



DEFINITIONS OF TERMS

Following are definitions of terms used in this guide:

- **CURRICULUM** is a particular course of study; all such courses of study, collectively; the content of a subject area and how it is organized.
- **GOAL** is the point toward which effort is directed; in education, the desired general outcomes of an instructional program; broad, general statements of direction, highlighting major elements of the subject-area philosophy.
- **HOLISTIC** is the integration of subject content areas in a singular program. This methodology is utilized in the organization of the language arts program in the Open Court Reading and Writing Program.
- **META COGNITION** is the explanation or rationale of what one knows.
- **OBJECTIVE** is educational usage, similar in meaning to "goal" (as in "goals and objectives"); objectives refer to a subgoal or specific instructional outcome.
- **PHILOSOPHY** is the knowledge of general principles --- elements, powers, or causes and laws --- as explaining facts and existences; the general laws that furnish the rational explanation of anything; in educational terms, philosophy refers to a delineation of the value system underlying educational planning, the rationale upon which actions are based.
- **SUBJECT AREA** is a given discipline or content area which may incorporate several disciplines; specifically for present purposes, the subject areas includes: reading, writing, language arts, mathematics, science, African-American Studies, Social Studies, Spelling, Health and Physical Education, Art, (Aesthetic Awareness) Music, Personal Development and Religion (* Wisconsin Department of Public Instruction, 1987).



V. V. REID ELEMENTARY SCHOOL
CURRICULUM DEVELOPMENT: A CONTINUOUS PROCESS

PHILOSOPHY OF EDUCATION

V. V. REID ELEMENTARY SCHOOL

The V. V. Reid Elementary School believes that a quality education is more than learning of mass facts and figures. Our goal is to offer an outstanding academic curriculum as well as develop the "whole" child . . . socially, emotionally, physically, mentally, aesthetically, and spiritually.

We believe that every child must be given the opportunities and the encouragement to develop to his/her maximum potential! We believe that example and instruction should be used to help the child to learn to cope in the world in which he/she lives. We believe that the school is the vehicle for the child to develop an awareness and an appreciation of his/her environment.

Therefore, the V. V. Reid Nursery, Kindergarten and Elementary Board of Directors have adopted the following goals for the instructional program:

1. To offer small classes where personal contact between teacher and student, individual differences, and close supervision can be maintained.
2. To provide a stimulating environment that will encourage a genuine respect for knowledge and love for learning.
3. To be aware of students' problems as well as their talents and to help them achieve the best of which they are capable.
4. To develop self-reliance, self-confidence and pride in one's ethnicity.
5. To encourage students to examine and use information in a logical manner, to enhance problem-solving abilities, and to develop critical thinking skills.
6. To learn respect for self and others.
7. To install self-discipline within the child.
8. To encourage inventiveness and creativity.
9. To practice courtesy, cooperation, honesty, and rules established by society.
10. To develop good character and positive work ethics.
11. To make learning interesting, enjoyable and challenging.
12. To be prepared academically, socially, emotionally, physically, and spiritually for "success" upon completion of the school's program.

TEXTBOOKS AND SUPPLEMENTARY MATERIALS REVIEWED

READING TEXTBOOKS AND/OR PROGRAMS

Silver Burdett and Ginn
HBJ -- Harcourt Brace Jovanovich, Publishers
MacMillan Publishing Company -- Reading Express
MacMillan Publishing Company -- Connections
Scott Foresman and Company
Open Court Reading and Writing Program -- Open Court Publishing Company

LANGUAGE ARTS TEXTBOOKS AND/OR PROGRAMS

Language Arts Today -- MacMillan Publishing Company
HBJ -- Language Arts

SCIENCE

Journeys in Science -- MacMillan Publishing Company
Exploring Science -- Laidlaw Brothers

SOCIAL STUDIES

People and Neighborhoods -- MacMillan Publishing Company
HBJ Families -- Social Studies

MATHEMATICS

Mathematics Unlimited -- Holt, Rinehart and Winston, Inc.

SPELLING

HBJ -- Spelling

HANDWRITING

HBJ -- Handwriting

HEALTH

Growth Healthy Program -- The National Center for Health Education
HBJ -- Health

REFERENCES AND SUPPLEMENTAL MATERIALS

- Philosophy for Children -- Montclair State College, Upper Montclair, New Jersey
- Black Science Activity Books, Chandler/White Publishing Co., Inc.
- Beyond The Stereotypes: A Guide to Resources for Black Girls and Young Women, Black Child Development Institute
- About Black American -- A History of Afro-Americans in the United States
- African-American Baseline Essays -- Portland Public Schools, Portland, Oregon
- 1989 Edition -- Children's Books of the Year, Bank Street College, New York
- Stress Relief Curriculum -- National Council of Negro Women, Inc.
- Marva Collins Workbook -- Westside Preparatory School, Chicago, Illinois

CURRICULUM MATERIALS WISH LIST

- Career Awareness Program -- Virginia Department of Education
- Black Political Awareness Curriculum -- New York City Public Schools
- Philosophy of Children -- Montclair State College, Upper Montclair, New Jersey
- Growing Healthy -- National Center for Health Education, New York, New York

ADOPTED TEXTBOOKS AND SUPPLEMENTARY MATERIALS

READING PROGRAM

- Open Court Publishing Company -- Open Court Reading and Writing Program

LANGUAGE ARTS

- MacMillan Publishing Company -- Language Arts Today

SCIENCE

- MacMillan Publishing Company -- Journeys in Science

SOCIAL STUDIES

- MacMillan Publishing Company -- People and Neighborhoods

MATHEMATICS

- Holt, Rinehart and Winston, Inc. -- Mathematics Unlimited

SPELLING

- Harcourt Brace Jovanovich, Publishers -- HBJ Spelling

HEALTH

- Harcourt Brace Jovanovich, Publishers -- HBJ Health

SUPPLEMENTARY MATERIALS

- A Black Studies Curriculum for Early Childhood Education, ERIC Clearinghouse
- African-American Baseline Essays -- Portland Public Schools, Portland, Oregon
- About Black American -- A History of Afro-Americans in the United States
- Stress Relief Curriculum -- National Council of Negro Women, Inc.
- Beyond Stereotypes: A guide to Resources for Black Girls and Young Women, Black Child Development Institute
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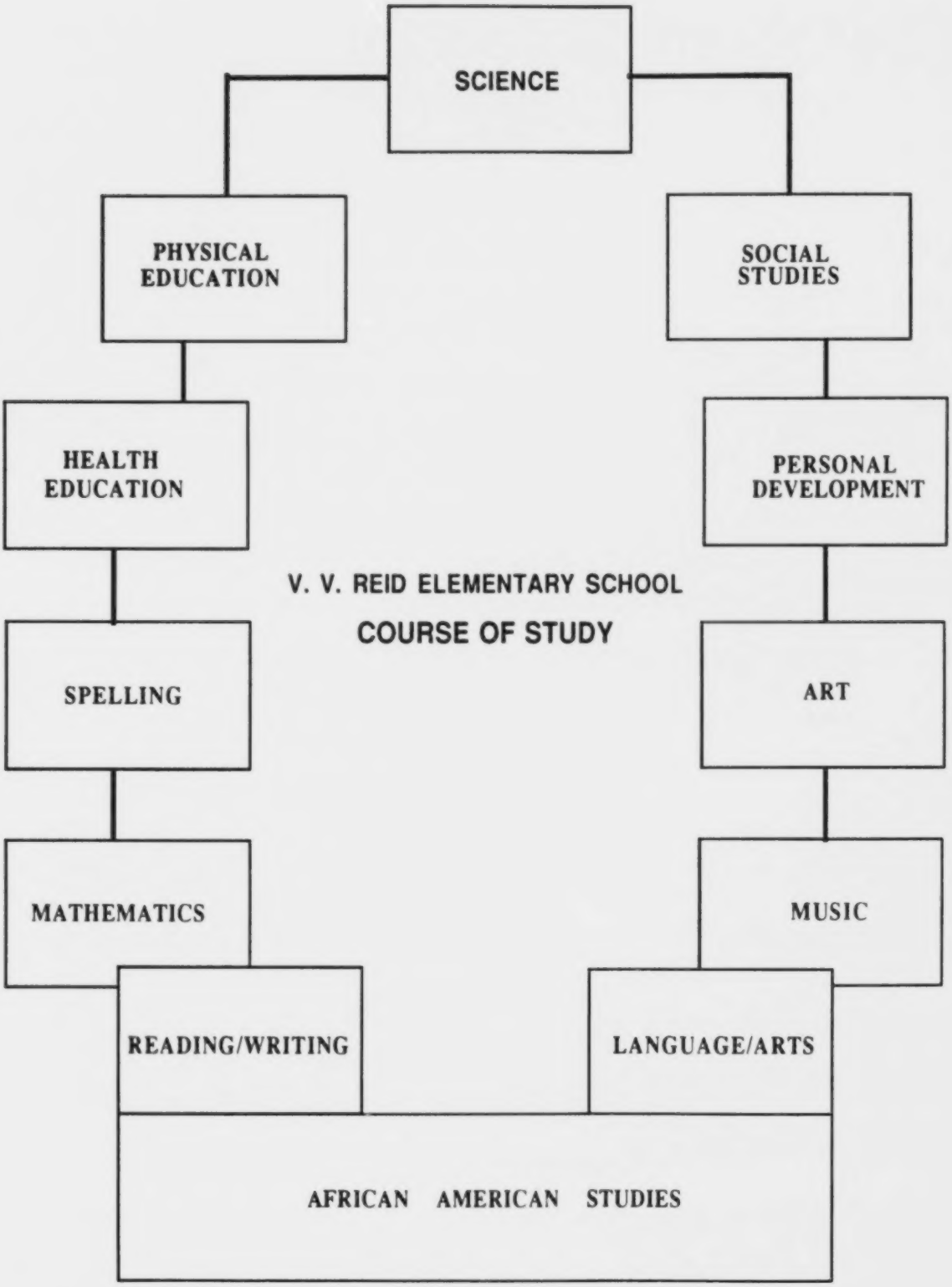

SCIENCE
PHYSICAL EDUCATION
SOCIAL STUDIES
HEALTH EDUCATION
PERSONAL DEVELOPMENT
V. V. REID ELEMENTARY SCHOOL
COURSE OF STUDY
SPELLING
ART
MATHEMATICS
MUSIC
READING/WRITING
LANGUAGE/ARTS
AFRICAN AMERICAN STUDIES

COURSE OF STUDY

V. V. REID ELEMENTARY SCHOOL

GRADES 1 - 3

READING

LANGUAGE ARTS

WRITING

MATHEMATICS

SCIENCE

SPELLING

SOCIAL STUDIES

AFRICAN-AMERICAN STUDIES

POLITICAL AND CAREER AWARENESS

HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT

MORAL EDUCATION

CHARACTER DEVELOPMENT

AESTHETIC AWARENESS

ART

DANCE

MUSEUM

MUSIC

DRAMA EDUCATION

SPECIAL AREAS

COMPUTER EDUCATION

TECHNOLOGY AWARENESS

PROBLEM-SOLVING AND CRITICAL THINKING SKILLS

EXPANDED AFTERNOON PROGRAM

READING AND WRITING

Objective of the Program

A major goal of the reading program at V. V. Reid Elementary School is not simply to teach children to read, but to help them acquire a love and value for reading. Thus, the end result is not preparation for passing the exit examinations from high school; rather, it is the preparation and examinations for success in life. We want classroom teachers to read to children. Subsequently, we want children to read, enjoy and understand: (a) Aesop, (b) Finn, (c) Twain, (d) Tolstoy, (e) Chaucer, (f) Milton, (g) Thackey, (h) Euripides, (i) Shakespeare, (j) Socrates, (k) Macbeth, (l) the Greeks and contemporary Classics, etc.

A subsidiary goal is to help our children understand "self-reliance". Emerson's "Self Reliance" is required reading at V. V. Reid Elementary School. Likewise, learning the songs from "Macbeth" will help children know that (while other people in society can predict) only God and that child will determine what he/she will be. Moreover, from Aesop's Fables, we want our children to acquire values, morals and ethical judgements. Therefore, the objectives of the reading and writing program are:

- read the best possible literature such as fables, folktales, myths, poetry, Bible stories and traditional and contemporary children's classics;
- become independent readers by the end of first grade;
- develop phonetic skills and abilities;
- develop direct instructional techniques to unlock the world of reading and writing independently;
- participate in cooperative learning;
- receive positive reinforcement (feedback) from teachers and students;
- enhance "holistic" instruction by integrating areas in language arts in a singular program;
- develop the "meta cognition" concept in reading;
- become actively responsible for learning and thinking for "oneself";
- enhance problem-solving, critical thinking and higher-order thinking skills; and
- develop high morals, values and ethical judgements.

Overview of the Program and Rationale for Selection of Open Court Reading and Writing Program

Open Court Reading and Writing enables children to read literature earlier. Training in phonics, complemented by the use of context clues and sight words, makes children independent readers by the end of first grade (Scope and Sequence of Strategies and Skills - Open Court Reading and Writing Program, 1989).

Basic letter recognition and decoding skills are taught in kindergarten and grades 1 and 2 only, but the program has provisions for review and remediation of these skills at the middle grades. Additionally, skills and strategies are taught systematically, within a core of quality children's literature (as mentioned previously) through direct teacher instruction and modeling. Open Court teachers use modeling to introduce and upgrade comprehension strategies. Extensive research and classroom experiences show that modeling is the most effective way to teach the use of learning strategies.

With Open Court, process writing is an outgrowth of literature and one of the primary ways by which the teacher integrates the language arts, as indicated below:

1. Students read and discuss literature;
2. The writing assignments are based on their reading and classroom discussion; and
3. Students interact in writing seminars, bringing together listening and speaking, reading and writing, and English language skills.

Thus, skills and strategies are introduced, reviewed, maintained and consistently upgraded. Ample practice and testing ensure mastery at each step along the way. Further, meta cognitive skills which are essential to effective reading are integrated in the program. An important aspect of meta cognition in reading is comprehension monitoring. Some of the strategic activities used in the program include such activities as the following:

a. clarifying the purpose of reading;

b. spontaneously making use of relevant background knowledge;

c. allocating attention so that concentration can be focused on the major content at the expense of trivia;

d. critically evaluating content for internal consistency and compatibility with prior knowledge and common sense;

e. monitoring ongoing activities to see if comprehension is occurring, by engaging such activities as periodic self-review;

f. drawing and testing inferences of many kinds including interpretations, predictions and conclusions; and

g. criticizing, refining, and extending the newly acquired knowledge by imagining other uses of the information or counter examples to the arguments.

Instructional Strategies and Organizational Approaches

Open Court Consultants will conduct extensive in-service training to assist, encourage and facilitate V. V. Reid teachers to acquire essential techniques, methods, and skills which will enable them to organize a classroom management system and develop instructional strategies for successful implementation of the Open Court Reading and Writing Program.

Evaluation

An optional Informal Reading Inventory (IRI) is located in the Teacher's Manual for the Test and Management System. This was carefully developed by using samples of actual text from each grade level reader -- anthology. The IRI was designed in accordance with up-to-date research on the methods and construction of such inventories.

Formal assessment is done through Unit Tests and End-of-Book Tests. The Unit Tests evaluate students' use of strategies and vocabulary. They correlate highly with such standardized tests as CTBS, ITBS, CAT, and MAT. The End-of-Book Tests evaluate strategies and skills, such as grammar and usage, language mechanics, cause and effect, drawing conclusions, and locating main ideas.

LANGUAGE ARTS

Objectives of the Program

The four facets of language arts from a traditional point of view focused on instruction in speaking, listening, reading and writing. The MacMillan Language Arts Today Program has added two additional areas, which are thinking and grammar. The objectives of the language arts program are to enable students to do the following:

- read and respond to exemplary literature;
- become thoughtful, critical readers, critical thinkers and critical listeners;
- assess and reevaluate written materials;
- acquire skills and appreciation of grammatical structure; and
- become articulate speakers.

Overview of the Program and Rational for the Selection of the MacMillan Language Arts Today Program

MacMillan Language Arts Today is a program of language instruction committed to helping students excel in all areas of language arts, namely, (a) thinking, (b) reading, (c) listening, (d) speaking, (e) grammar, and (f) writing. Perhaps, of all the outstanding features of the program, the inclusion of grammar and thinking are the most salient features. Because grammar is essential for thinking and writing, it is impossible to separate the thought from the grammar. Consequently, an understanding of grammar is critical to success in writing. Hence, the study of grammar as a unique aspect of this program is essential in the beginning stage of instruction.

The additional focus on thinking provides opportunities for young learners to make choices and predict outcomes. Numerous thinking application questions are weaved into the program. Thinking is promoted further via warm-up strategies which include such techniques as imagining, clustering, brainstorming, charting, listing, outlining, etc.

Another major goal of the program is to enable students to become independent writers. Students are encouraged to have pride of authorship, which is as important to self-esteem as it is to

becoming a good writer. MacMillan Language Arts Today incorporates motivating themes that provide the background for students to (a) read about the subject, (b) think about the subject, (c) talk about the subject, (d) hear about the subject, and (e) write about the subject. The following are the major instructional steps to aide students in the independent writing process:

1. Prewrite - After studying the model presented by the teacher, students work through the prewriting step individually;
2. Write a first draft - Students at this point evaluate their first draft alone for improvements;
3. Revise - Teachers as well as peers make suggestions for improvements; and
4. Proofread - At this phase, grammar, mechanics and spelling are stressed . . . students are taught proofreading skills so that they learn to think not only as a writer, but also as an editor.

Furthermore, the MacMillan Language Arts Today Program includes a variety of techniques to teach children how to become good speakers as well as develop listening skills. Both of the aforementioned areas are extremely important aspects of communication. Additionally, every writing unit exposes students to such resources as the dictionary, the encyclopedia, the thesaurus, the library and/or other references.

Instructional Strategies and Organizational Approaches

The MacMillan Language Arts Program will undergird and complement the Open Court Reading and Writing Program. Language arts instruction will not be taught in isolation. Several aspects of the language arts program will be integrated with the Open Court Program for reinforcement. The major areas of grammar, thinking, and listening will strengthen the Open Court Reading and Writing Program.

Classroom teachers will develop a "holistic" instructional and management approach which will include whole group, small group, and individualized instruction, where applicable.

When instruction focuses on reasoning, problem-solving, and higher-order thinking, the integration of subject content areas is essential. The enrichment and challenge activities included in the program will meet the needs of the above average and gifted students.

Evaluation

Assessment, which is an integral part of pedagogue, is included at the end of the units. Likewise, standardized tests and open-ended questions that require a demonstration of higher-level thinking skills are provided for mid-year and final evaluation.

MATHEMATICS

Objectives of the Program

The most recent analysis of school mathematics has concluded that students are not acquiring the skills and understandings they will need to participate effectively in the cultural, economic, political, and scientific environments of the future. Data from the National Assessment of Educational Progress (NAEP) and from college entrance testing programs reveal a discouraging pattern of mathematics achievement, particularly in problem-solving and higher-order thinking skills. International studies show U. S. students lag far behind their counterparts in other highly developed countries -- those countries we compete with in science, technology and business (Campbell, P. and Jo Fey, 1988). Therefore, in keeping with the National Council of Teachers of Mathematics (NCTM), coupled with the projected skills of the learner in the Twenty-first Century, the objectives of the mathematics program are listed below:

- develop problem-solving skills;
- acquire basic mathematics skills beyond computational facility;
- perform with reasonable accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers;
- make and use measurements in both traditional and metric units;
- make estimates and approximations, and to judge the reasonableness of a result;
- formulate and solve a problem in mathematical terms;
- select and use appropriate approaches and tools in solving problems (mental computation, trial and error, paper-and-pencil techniques, calculator, and computer);
- use elementary concepts of probability and statistics;
- integrate the calculators and computers in instruction at all grade levels;
- use flexible materials and a greater range of options to accommodate the diverse needs of the learners; and
- use a wider range than conventional testing to measure the success of the mathematics program.

Overview of the Program and Rationale for the Selection of the Mathematics Unlimited Program

The curriculum committee unanimously agreed that considering "all" the various instructional textbooks and materials for mathematics, the new program by "Holt, Rinehart and Winston - Mathematics Unlimited" was undoubtedly one of the best in the market place today. In this connection, this program was selected because it was felt it meets the needs as stated by the objectives enumerated above.

Mathematics Unlimited focuses on the development of number sense, giving students the power to experiment with numbers and confidence in their mathematical judgement. The program also takes into consideration that students must understand problem-solving as a process - that solutions are the results of exploration, questioning, and, above all, thinking. Further, the program acknowledges that different students use different approaches to the same problem. Thus, a rich variety of interesting real life experiences in problem-solving activities are used to encourage students to experiment with alternative means of finding solutions.

In Mathematics Unlimited, estimation and mental mathematics are treated as essential skills that are an integral part of problem-solving and computational success. At the end of each chapter, several activities that extend, enrich, and reinforce the chapter topics are included. Group projects let students put math to immediate use in real-life activities devoted to the calculator, reading mathematics and logical reasoning, and computer activities. Additionally, the program has included instruction in technology as the final phase of the program.

Instructional Strategies and Organizational Approaches

Each classroom teacher will work out instructional strategies and a classroom management approach based on the Teacher Resource Books and supplementary materials provided by Holt, Rinehart and Winston. Classroom teachers who are familiar with the program will serve as mentors and/or lead teachers. Additionally, in-service training will be provided.

Evaluation

An extensive assessment program is included with the Mathematics Unlimited Program. Namely: (a) placement test, (b) cumulative reviews, (c) final tests, (d) skills inventory, (e) chapter pretest, (f) chapter post test, and (g) answer sheets.

SCIENCE

Objectives of the Program

Science discoveries add to our scientific knowledge. Classroom experimentation, research in child development, new insight into ways children learn, and the problems of children growing up in a changing technological global society all produce varying concerns about the nature of the science curriculum. To build an effective elementary school program for the Twenty-first Century, science education must be an integral component of that curriculum. Science, perhaps more than any other subject content area facilitate children in developing relevant ideas about almost every aspect of life.

A fundamental concern which one must consider in developing the science curriculum is to identify what students should end up knowing. The objectives of the science curriculum (based on the Journey In Science Program, MacMillan Publishing Company, 1990 Edition) are the following:

- acquire knowledge about scientific facts, concepts, principles, and laws about science and technology and about the scientific enterprise;
- become aware of the belief associated with science and exhibit the attitude and values associated with science, the scientific enterprise, and technology; and
- solve problems, make decisions, and develop logical, critical, rational, and creative-thinking skills.

Overview of the Program and Rationale for Selection of the Journey In Science Program by MacMillan Publishing Company

The Journey In Science Program includes a balanced presentation of life, earth, space, and physical science concepts. The major instructional approach is "active participation" based on hands-on-activities. This methodology enables pupils to use science process skills in meaningful contexts. The "Thinking," "Searching," and "Exploring" activities give pupils an opportunity to develop their ability for using science process skills by (a) providing occasions for pupils to ask questions, (b) enabling them to make observations, (c) helping them to search for answers, and (d) enhancing them to test answers. Every lesson focuses on one or more of the process and

thinking skills that follow:

- observing
- classifying
- sequencing
- space time relationships
- collecting data
- communicating
- measuring
- inferring
- predicting
- interpreting
- hypothesizing
- formulating models
- recalling
- expanding
- analyzing
- synthesizing
- verifying

Since learning should be an adventure as well as a foundation for the future, it is believed that the Journey In Science Program will not only provide children with the education needed for a changing future, but serve as a fascinating learning experience as well. More specifically, it is felt that this program will provide pupils with the foundation necessary for them to become scientifically literate adults.

Instructional Strategies and Organizational Approaches

Institutional Materials and a classroom management system are included in the program. Some of the exemplary items included in the kit are (a) unit planning guide and aids, (b)

Some of the exemplary items included in the kit are (a) unit planning guide and aids, (b) supplementary resource materials, (c) suggestions for field trips and other resources, (d) learning center materials, (e) posters, (f) reinforcement and enrichment strategies, (g) references for pupils, (h) science vocabulary, and (i) computer software materials.

Evaluation

A test at the end of each unit in the textbook is included in the program. Teachers may select items from the test booklet (approximately two pages) or administer the entire test at the end of the unit. Additionally, these test items may be used to construct mid-year and end-of-the-year assessments.

SOCIAL STUDIES

Objectives of the Program

The study of people in society (social studies) should involve students in studying how people go about the business of governing and conducting the affairs of a dynamic society. In this sense, knowledge not only illuminates the past, it can also enable people to make their lives better and more meaningful. Thus, the twin goals of social studies are to make people aware of and maintain their cultural heritage and to empower them with knowledge and skills to make new commitments to create a world of better tomorrows (Bragaw, D. and M. Hartoonian, 1988). The objectives of the Social Studies program are to create individuals who are willing to become knowledgeable of the following:

- know the roles and responsibilities of a citizen in a democracy;
- become committed to democratic ideals, actions, and principles;
- follow and respect classroom, school and society rules, laws and codes of conduct;
- develop positive work ethics;
- respect and value ones own ethnic and cultural background as well as others;
- recognize the value of cooperation and constructive relationships and differences;
- develop cross-cultural competence and greater tolerance for cultural diversity and international differences;
- acquire skills in using and interpreting maps and globes for land, water, and space purposes;
- question and analyze the historical information and background of history and social studies;
- communicate with others about data, information, and interpretations of history and other social studies concepts and experiences;
- make personal and public decisions based on sound knowledge and judgements;
- make a commitment to search for the truth and become an enlightened individual;
- assume responsibilities for acting on personal and public issues that affect ones destiny;
- recognize that new knowledge is created as individuals from diverse backgrounds, cultural groups, ethnic differences, and geographical regions live and participate in democracy;

- respect differences and varying points of views; and
- realize that all Americans have rights, responsibilities and privileges.

Overview of the Program and Rationale for Selection of Social Studies Program by MacMillan Publishing Company

No other program in school has a greater responsibility for helping students to study and train themselves to assume the role as citizen than social studies. On the era of this millennium, children must grapple with two major forces as we turn into the new century: (1) the irrevocable global interdependence of all people and nations, and (2) the creation of knowledge patterns that no longer fit neatly into Aristotelian and Germanic discipline structures. Both of these forces make it essential that education provides better opportunities for students to learn how to participate in the decisions that will affect their destiny (Bragaw, D. and M. Hartoonian, 1988). Therefore, the Social Studies instructional program should be concentrated on providing the student with a base of knowledge and skills built on appropriate geographical history and other social science areas, as well as integrate language arts, literature and science, where advantageous. Learning basic notions of history and historical methods will be accomplished by investigating one's self, family, community, and state historical events. The goal is to provide students with a sense of history, including introducing notions of time and place.

Cultural diversity, civic understanding and international awareness should be a part of the program. Moreover, students must deal with contemporary issues such as affluence, poverty, hunger, employment, and major issues like welfare and well-being as part of local state and national policy (Bragaw, D. and M. Hartoonian, 1988).

The "New" MacMillan Social Studies Program was selected because it meets the criteria enumerated above exceptionally. The contents of the book integrate history, geography, and citizenship in a unique manner. The multicultural and international (global) perspectives are exemplary. Activities are integrated with other subject content areas in each social studies lesson. Additionally, the humanities - literature, music, art, and plays (fables) are included to enrich the instructional contents and the "children" who make up our world.

Learning basic map skills, social and cultural features of place, location, and environmental change are also featured in the textbooks. Perhaps, the most unique aspect of the program is the fact that a tremendous amount of attention is placed on teaching thinking skills. Children need practice and reinforcement in acquiring reasoning skills. The major thinking skills taught and reinforced in the social studies program are the following:

- identify sequence of events,
- distinguish facts and opinions,
- recognize persuasion and propaganda,
- credibility of a source,
- classify information,
- recall detail,
- predict outcome,
- draw conclusions,
- decision making,
- observing events,
- summarizing information,
- evaluating results

Truly, one can say that the MacMillan Social Studies Program is one of the most outstanding textbooks on the market today. It is felt certain, that the children at V. V. Reid Elementary School will be prepared for the challenges for the Twenty-first Century.

Instructional Strategies and Organizational Approaches

A kit containing exceptional supplementary materials and a classroom management system enhance this instructional program. Some of the major activities that are included in the program are (1) reading and writing activities, (2) thinking skills activities, (3) maps, (4) plays, (5) music, (6) posters, and (7) home activities. Individual differences will be met as teachers utilize the

reteaching activities (for slower students); extension activities (for average students); and enrichment activities for students who need to be challenged and/or gifted.

Evaluation

Unit test as well as standardized test for mid-year and finals are components of the program. For example, in Grade 1, the program objectives for each unit in the textbook the World Around Us. have been correlated with the Social Studies program of five different tests. The chart below shows the nature of each test, the level(s) intended for Grade 1, and the abbreviation used to denote each test:

Test	LEVEL(S)	CODE
Metropolitan Achievement Test	Primary 1	MAT
California Achievement Test	Level 12	CAT
Stanford Achievement Test	Primary 1	SAT
Comprehensive Test of Basic Skills	Level D	CTBS
Iowa Test of Basic Skills	Level 7	ITBS

THE AFRICAN-AMERICAN STUDIES

Objectives of the Program

The African-American Curriculum is designed to be used in conjunction with the adopted social studies curriculum and integrated with all other subject content areas, where advantageous. The African-American studies will include (a) the history, (b) the culture, (c) the continent of Africa (as our heritage), (d) current issues, (e) life styles, (f) community life, (g) self-concept, and (h) outstanding African-Americans (past and present).

Instruction will also focus on activities that will foster positive attitudes about being African-American in an effort to help students develop respect for themselves, their heritage and other cultural groups. Thus, the kind of experiences presented through the contents of the program are essential in building the foundation for success in education and life. Additionally, children will gain a better understanding of cultural diversity and skills for cross cultural competency which will be essential in the international global society expected in the Twenty-first Century. The general curriculum goals are as indicated below:

- develop a respect for African culture;
- develop an appreciation for the similarities between the life style of Africans and the life style of American children;
- present factual information about African-Americans that will counter biased opinions and prejudices;
- interpret American life through interactions among multi-ethnic groups in an integrated society;
- present some of the issues of current American social problems, thereby helping children learn to cope with them;
- enrich and develop the skills of communication through the medium of African-American culture and history;
- know that while some artists may express an "ethnic" character in their work, each is still a unique individual artist;
- develop "taste" as a criterion for selection;

- develop sensitivity to the fact that poets, artists, etc. express their own experiences in ways that are unique;
- recreate emotion through imagination and the sharing of thoughts, ideas, etc.;
- create a climate which fosters freedom to explore, discover and dream;
- acquire skills which conserve rather than squander creative powers;
- identify African-Americans who have made outstanding contributions in science, law, education, religion, medicine, the arts, sports, etc. (past and present);
- develop a positive self concept as an African-American; and
- develop a respect for cultural diversity; all of America's ethnic population has had something unique and universal to contribute to the American heritage.

Overview of the Program and Rationale for the Selection of the African-American Curriculum

The African-American Curriculum at V. V. Reid Elementary School will draw contents from five major sources, namely, (a) Black Studies Curriculum for Early Childhood Education, ERIC Clearinghouse, (b) African-American Baseline Essays, Portland Public Schools, Portland, Oregon, (c) Beyond the Stereotypes: A Guide to Resources for Black Girls and Young Women, Black Child Development Institute, (d) Black Science Activity Books, and (e) About Black American -- A History of Afro-Americans in the United States. The references cited above represent some of the most outstanding materials available to date.

Instructional Strategies and Organizational Approaches

Classroom teachers will write instructional units based on the references mentioned above, as well as integrate African-American materials with other subject content areas, when applicable. Classroom teachers will also utilize resource persons with expertise in African-American Studies from the community. Learning will further be enhanced as field trips (on related topics) are planned to the South Carolina State Museum and to other events and activities in the community.

Following are two principles to guide the integration of self-concept instruction: (a) The student's self-perception is enhanced through literature which acculturates positive attitudes,

beliefs, values, and behaviors of one's self and others; and (b) the student's self-perception is enhanced through teaching him to image himself, and others, as positive, worthy, and able. Classroom teachers have been given a list of selected references (literature) from the list identified. These books will be read by students as well as teachers periodically. Furthermore, each classroom teacher will be asked to implement an instructional unit on self-concept during the school year.

Moreover, every effort will be made to introduce and expand children's understanding of political and career awareness. Presently, we are in the process of obtaining resources in these areas for recommendation and adoption into the program. Given the population change projected for the Twenty-first Century, instruction in these two areas is paramount.

Evaluation

The successful implementation of the African-American Curriculum will be based on continuous evaluation. Classroom teachers are encouraged to use a variety of techniques in assessing the extent to which the goals and objectives are achieved. The Black Studies Curriculum for Early Childhood Education includes excellent resources for evaluation.

SPELLING

Objectives of the Program

Learning to spell words in English has never been easy. Learning to spell, like learning to speak, it a constructive development process. Children pass through various stages of spelling development as they acquire a deeper understanding of written language. Transition from one stage to another is gradual, and children's writing may reflect more than one stage during the transition. This process begins with children's early efforts to form letters; these efforts are followed by increasingly sophisticated approximations of mature spelling as they develop knowledge of the principles of English spelling (The Harcourt Brace and Jovanovich Spelling Teacher's Edition, 1988). The objectives of the spelling curriculum are to

- reinforce spelling skills,
- strengthen proof reading skills,
- integrate spelling and writing across the curriculum,
- encourage students to use "thinking" as a skill to enhance spelling, and
- identify an effective method to help students learn to spell words independently.

Overview of the Program and Rationale for the Selection of the Harcourt Brace and Jovanovich Spelling Program

The Harcourt Brace and Jovanovich Spelling Program was designed with an understanding of the stages of development that children go through in learning to spell. Additionally, the HBJ Spelling Curriculum is a research-based program, which was conducted over a several year period by HBJ Reference Books Division.

The program includes a systematic study method to help students spell words independently. Following are the procedures that are incorporated into the HBJ Study Steps to learn a word:

1. **SAY** the word. Listen to each sound. Think about what the word means.
2. **LOOK** at the word. See how the letters are made. Try to see the word in your mind (imagery).

3. **SPELL** the word to yourself. Think about the way each sound is spelled.

4. **WRITE** the word. Copy it from your book. Check the way you made your letters. Write the word again.

5. **CHECK your learning**. Cover the word and write it. Did you spell it correctly? If not, do these steps until you know how to spell the word.

Each unit provides clear explanations to help students learn and apply basic spelling principles. Levels 2 - 8 provide useful suggestions for mastering difficult spelling. Also, the program provides plentiful varied and interesting practice to reinforce spelling generalizations. Students, working independently, write each unit word at least once in spelling exercises. In sum, the HBJ Spelling program is practical, systematic, and exceptionally well done.

Instructional Strategies and Organizational Approaches

The classroom teacher will organize (an individual) approach to management of the HBJ Spelling Program. The HBJ Spelling Curriculum has incorporated a variety of strategies and activities to meet individual learning needs. Through various instructional approaches, the program accommodates a range of learning preferences -- visual, oral and auditory. Additionally, HBJ Spelling includes activities for individualizing and extending lessons: (a) suggestions for helping students with learning disabilities, (b) suggestions for teaching limited English proficient students, and (c) reteaching strategies to ensure students' success is included in the curriculum. Another unique feature of the program is the writer's Word Bank, which includes related spelling words, such as sensory words, action words, and naming words to enrich students' writing vocabularies.

Evaluation

As mentioned previously, the addition to a conventional-based word list, HBJ Spelling incorporates findings from the HBJ Word Survey. This new, comprehensive computer study, conducted by the HBJ Reference Books division, summarizes words frequency from more than 1,000 sources. Classroom teachers will establish their own assessment procedures based on the

references and other resources included in the curriculum.

HEALTH

Objective of the Program

Health is defined by the World Health Organization as "a statue of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (Jacobs et al 1988)." This total state of wellness is affected by the interrelationship between each area of a person's development -- social, mental, emotional, physical, cognitive and spiritual. Through health education, students will be stressed to achieve the following:

- know that total health includes all of a person's physical, emotional, intellectual, and social growth, development, and well-being;
- appreciate that health is a right and responsibility of every individual and community;
- realize that individuals can prevent most health problems through positive health behaviors;
- know the importance of the physical body and how the body functions;
- practice proper health habits;
- have a positive mental outlook that meets life with confidence;
- know the effects of varying abusive substance on the body;
- develop different kinds of body relaxations; and
- practice principles of safe living and disease prevention to avoid health problems.

Overview of the Program and Rationale for Selection of the Harcourt Brace Jovanovich Program

The Harcourt Brace Jovanovich Comprehensive Health Program covers all major health topics: (a) anatomy and physiology: (b) nutrition; (c) physical fitness: (d) safety and first aid; (e) public health and the environment; (f) drugs; (g) disease, consumer health; (h) growth and development; and (i) mental and social health.

This series provides a practical, personal and positive approach to healthful living. It provides coverage of concepts, facts, and skills that students need to take responsibility for their

own health. The topics cited above are covered at each grade level. A comprehensive health education program can make a difference and can influence the quality of life for this and subsequent generations. Therefore, positive health for all by the year 2000 is not only an attainable goal but an essential goal. Thus, the HBJ Health Program is an outstanding curriculum that will support V. V. Reid Elementary School's health education goals and objectives for the Twenty-first Century.

Instructional Strategies and Organizational Approaches

Classroom teachers will establish their own management system for health education instruction. In addition to the students' textbooks and workbooks, a teacher's resource book is provided. A variety of activities to motivate students are available, such as visuals, full-color photographs, illustrations, charts, graphs and overhead transparencies. Classroom teachers are encouraged to use a number of practical suggestions in instruction, such as (a) having students read food package labels, (b) safety signs, and (c) interpret nutrient charts and sleep graphs.

Evaluation

Teacher-made tests and teacher observations will be the assessment procedures utilized to evaluate the effectiveness of the health education curriculum.

PHYSICAL EDUCATION

Objectives of the Problem

Many physical education experts divide the objectives of physical education into four categories. These are organic development, interpretive development, neuromuscular development and personal-social adjustment. The Society of State Directors of Health, Physical Education, and Recreation states that physical education has significant contributions to make toward desirable educational outcomes because it

- is designed to promote the growth, health, development, and maintenance of the individual physically, mentally, socially, emotionally, and ethically;
- is the area of the curriculum which makes major contributions to physical fitness including strength, endurance, power, flexibility, agility, balance, speed, and coordination;
- is education through, as well as of, the physical;
- is an opportunity for the individual to develop acceptable values and perception of self and others;
- is a designed sequence of movement experiences in a variety of activities ranging from simple to complex; and
- is education for constructive use of leisure time.

The Physically Educated Person

The following questions, answered in the affirmative, will probably indicate that the objectives of physical education are being accomplished and that physical education is contributing to the goals of education:

- Is he physically fit?
- Does he realize the importance of general fitness and its relationship to his health and happiness?
- Does he understand the basic physiological principles involved in the development and maintenance of fitness?
- Is he equipped with sufficient recreational skills to enable him to participate in a wide variety of activities will enough to enjoy himself?

- Does he have knowledge and understanding of recreational facilities?
- Can he participate in mixed groups?
- Does he have poise and grace in the fundamental movements of standing, walking, and sitting?

OUTLINE OF PROGRAM

FALL (September - November)

Physical Fitness, 5-10 minutes
Rhythms
Game

WINTER (December - February)

Physical Fitness, 5-10 minutes
Stunts and Tumbling
Game

SPRING (March - May)

Physical Fitness, 5-10 minutes
Rhythms
Game

Schedule may vary according to weather and equipment.

The following is a list of equipment considered essential to the development of a good physical education program.

5" Rubber Balls	Indian Clubs
7" Rubber Balls	Dumb Bells
81/2" Rubber Balls	Wands of Sticks
10" Rubber Balls	Ball Pumps
16" Rubber Balls	Sets of Rubber Bases
Soccer balls	Volleyball Nets
Jr. Footballs	Poly. Hockey Sets
Basketballs	Pair of High Jump Standards
Volleyballs	Bamboo Poles
Softballs	Gym Mats 6' x 4' x 2"
Poly. Softballs	Tetherball Posts and Balls
Fluffballs	May Poles
Beach balls	Pole Goals

Bean Bags
Jump Ropes
Hula Hoops
Ring Toss Games
Deck Tennis Rings
Horseshoe Sets
Paddle Tennis Pad.
Bats
Balance beams
Bowling Games

Basketball Rings and Backboards
Horizontal Ladder
Record Player
Phonograph Records
Books

AESTHETIC AWARENESS

ART • MUSIC • DRAMA • MUSEUM EDUCATION

Lehman (1988) makes four assumptions that should guide the arts program:

1. The arts are an essential part of the curriculum and should be an important component in the educational program of every person.
2. The arts require serious study.
3. The arts program should be directed at all students and not only the talented.
4. There is no such thing as "art education" as a single entity.

The purpose of teaching music in the schools is to develop as fully as possible students' abilities to perform, create, and understand music. The objectives of the elementary music program are to produce individuals who can do the following:

- make music, alone and with others;
- improvise and create music;
- use vocabulary and notation of music;
- respond to music aesthetically, intellectually and emotionally;
- become familiar with a variety of music, including diverse musical styles and genres;
- know the role music has played and continues to play in peoples' lives;
- make aesthetic judgements based on critical listening and analysis;
- develop a commitment to music; and
- support the musical life of the community and encourage others to do so.

Every elementary school should require students to complete a sequential program of instruction in the visual arts that integrates the study of production, aesthetics, art criticism, and art history. Students should learn the things listed below:

- develop, express and evaluate visual ideas;

- produce, read, and interpret visual images; and
- recognize and understand the artistic achievements and expectations of civilized societies (Lehman, 1988).

In keeping with the objectives stated above, every effort will be made with the South Carolina Arts Commission to obtain an "artist in residence" to design and implement this phase of our curriculum. Presently, music, art and drama are taught by the classroom teachers. Additionally, V. V. Reid Elementary School will use the special musical talent of the certified instructional assistant to teach music. Furthermore, special effort will be made to recruit volunteers and retired teachers with special talents and abilities. Finally, V. V. Reid Elementary School will take advantage of cultural programs and community resources related to the arts.

Ballet, modern dance, music and other enrichment lessons will be made available to students in the expanded afternoon program. Part-time teachers, retired teachers, and/or private individuals will provide enrichment lessons. The school will provide the space for the enrichment lessons, but payment for these lessons shall be the responsibility of the parents (as agreed upon by the teacher providing the lessons).

Planned activities with the South Carolina State Museum are in progress. The Education Director (Ms. Pat Lott) has agreed to conduct an on-site inservice training session as well as invite V. V. Reid classroom teachers to workshops sponsored at the museum. These workshop sessions will inform the classroom teachers of specific service and collections that the museum will sponsor during the the year that will enrich and expand the curriculum. After attending these workshop sessions, classroom teachers will make a list and finalize field trips that will be integrated into the curriculum. Finally, each classroom teacher should obtain a 1989/90 Teacher's Handbook from the South Carolina State Museum and take a field trip him/herself before taking a group of children.

PERSONAL DEVELOPMENT

Moral and Character Development

One of the major components of the Personal Development Curriculum at V. V. Reid Elementary School will be instruction in moral and character development. These concepts will be weaved in all aspects of the program. Additionally, a specific plan and format will be established.

Each day a short assembly will be held for all students at the beginning of the day. The focus will be a lesson on some aspect of moral and/or character development. Today, more than ever, children need to learn such concepts as "right," "wrong," "good," "bad," "justice," "truth," etc.

A committee including the principal, the pastor, classroom teachers, parent representation and the consultant will meet to work out the details. The plan needs to include, but not be limited to, (a) format, (b) topics, (c) activities, (d) participants, and (e) time. We are asking the principal of the school to give this recommendation serious thought and arrange a planning meeting as soon as possible.

Stress

Because our world is changing at a faster rate than ever, children, as well as adults, are experiencing greater stress in their lives. Classroom teachers are requested to implement stress reducing activities several times throughout the day. To assist them in meeting this goal, we have placed a kit in the library entitled "The Stress Relief Project" (a program of the National Council of Negro Women). For older children, Meditating With Children: The Art of Concentration and Centering will be utilized.

Remember, teachers, it takes time to grow and change. "The Stress Relief Project" materials can be successfully used in the nursery, kindergarten and primary grades. Children need lots of repetition and more repetition to get over the hurdles in their lives. Teachers may need to tell them over and over to breathe deeply, talk about their stress, and ask for help before they internalize

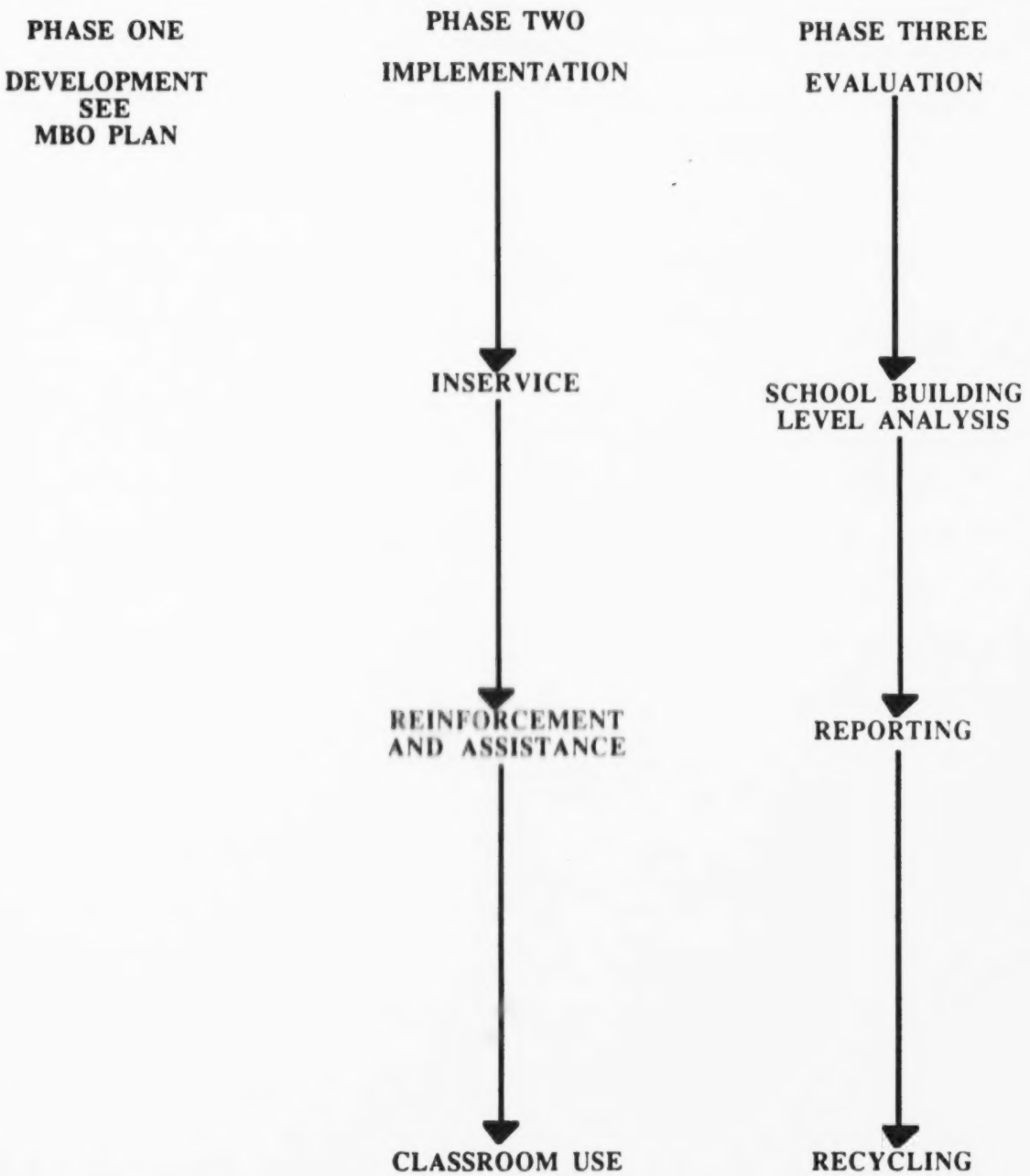
over and over to breathe deeply, talk about their stress, and ask for help before they internalize these steps and begin to recognize their stress and take action to handle it. Teachers' comments and evaluation of this project material will be needed. However, we need not restrict ourselves to a formal process (O. Brien 1988).

Computer Instruction

In an effort to develop computer literacy and competence, the present program will be expanded. Plans are being made to purchase ten additional computers. Likewise, plans to institute the IBM Right to Read Program in kindergarten and first grade are being considered. Furthermore, software for the adopted textbooks selected for the curriculum will be purchased.

V. V. REID ELEMENTARY SCHOOL
MANAGEMENT BY OBJECTIVE (MBO)

SAMPLE ORGANIZATIONAL STRUCTURE FOR CURRICULUM DEVELOPMENT



TIMELINE

1989/90

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR

PHASE TWO - IMPLEMENTATION

Inservice

Inservice training will be planned and conducted prior to the beginning of school (as well as during the school year) for the administrative staff, principal, teachers and others. The Management of Objective (MBO) Plan and the curriculum guide will be discussed at the initial meeting. V. V. Reid Elementary School teachers are expected to begin implementing the course of study in August.

Inservice training will also be planned and conducted by consultants from Open Court and MacMillan Publishing Companies throughout the year. Consultants from the South Carolina State Museum have been contacted and agreed to provide inservice training on site, as well as invite V. V. Reid classroom teachers to special workshops held at the museum. Although no final commitments have been made, the educational consultant from The State Newspaper is invited to present a workshop to integrate the newspaper into the curriculum. Moreover, as the need arises, additional workshops will be planned, and consultants with the background and expertise essential to the problem will be contacted to provide leadership and inservice training.

Reinforcement and Assistance

The consultant for V. V. Reid Elementary School, the principal, the Open Court and MacMillan Publishing Companies Consultants will assist, encourage and facilitate the classroom teachers in implementing the curriculum.

Classroom Use

Classroom teachers are expected to utilize the approved curriculum in the instruction of students in their classroom. Classroom teachers should work out a management system to include instruction in the subjects listed in the course of study and follow the curriculum guide.

TIMELINE

1989

APRIL	MAY	JUNE

PHASE THREE - EVALUATION

Assessment

During the month of April, V. V. Reid Elementary teachers will assess individual students' using techniques in the curriculum guide, teacher observations, teacher made tests, built-in curriculum tests, check lists, other standardized tests, etc.

Analysis

The principal and classroom teachers will analyze students' performance in the classrooms based on required curriculum tests, group achievement test, teacher made tests, etc. Furthermore, the principal and/or the psychometric staff person will review and analyze students' performance using teacher input, observations, program evaluation, required curriculum test, group achievement testing, proficiency testing, etc.

Reporting

The consultant for V. V. Reid Elementary School will provide an evaluation report and make recommendations to V. V. Reid Board of Directors.

Recycling

The consultant for V. V. Reid Elementary School and the curriculum committee, based upon information received from the three steps cited above, will continue their support of the existing curriculum, make minor adjustments, and plan and develop major revisions as needed.

BEYOND THE ABC'S: A POINT OF VIEW

I believe that each child is unique. Each child is special, valuable and wonderful! Each child is capable of learning. Each child learns at his own conscious level, ability, rate and learning modality. Each child has a distinct talent or "gift". Each child is important to life and has a purpose to fulfill unlike anyone else. Thus, a purpose of education is to help each child to know this truth which is found within his own mind.

As African-American educators, we must help our children believe in themselves, to think positively and constructively, to know that they are capable, to know that they have worth and dignity, and to know that they are important! Since each person has a different purpose for being, we must help our children understand their uniqueness and to develop those special talents, abilities, and/or "gifts" to their fullest potentials. Thus, the purpose of education is to help children know the truth that "worth, pride, and dignity" are found only within.

Education must prepare children for life. African-American children must learn to love and respect themselves, love and respect their cultural background and heritage, and to be proud of their ethnic identity! It is only after one finds love and respect within one's self that he/she is capable of loving and respecting other people. Marva N. Collins states that children will never learn to read, write, or compute until they are taught to think critically and analytically, and until they are taught to like themselves.

Children must be taught that their minds are a part of God's mind, that a mind is a terrible thing to waste, and that they **can** control their **own** minds. W. Clement Stone says, "What the mind can conceive and believe, the mind can achieve." Thus, we create our own world and control our destiny! William Purkey says that **"I CAN"** is ten times more powerful than **"I.Q."**. As African-American educators, we must focus instruction more on the right side of the brain: (a) intuition, (b) imagery, and (c) visualization. In short, we must support our children's dreams and encourage creativity. After all, everything (all creations) begins in the mind.

Furthermore, as African-American educators, we must teach our children to "center" themselves, to seek the quiet place, and to know that, if there is ever going to be peace on earth, it must first begin within them. Thus, seeking the quiet place and "centering" oneself helps one to live in harmony and peace with one's self, with one's fellow-person, and with one's "God".

At the turn of the Twentieth Century, Ellen G. White (1903) wrote, "Our idea of education takes too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers."

Consequently, on the eve of the Twenty-first Century, it is imperative that we encourage our children to seek knowledge, to seek wisdom, but most of all to seek spiritual understanding:

> Happy is the man that findeth wisdom, and the man that getteth understanding. For the gaining of it is better than the gaining of silver, and the profit thereof than fine gold.
> She is more precious than rubies; and none of the things thou canst desire are to be compared unto her. Length of days is in her right hand; and in her left hand riches and honor.
> Her ways are ways of pleasantness, And all her paths are peace She is a tree of life to them that lay hold upon her: and happy is everyone that retaineth her . . . . With all thy getting get understanding.
>
> - Proverbs 3:13-18; 4:7

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WHY A SCHOOL AFFIRMATION

To affirm is to state positively that a thing or condition is so, even in the face of all contrary evidence! An affirmation is a thought or a desired condition or thing. An affirmation consists of well-chosen words selected to convey a possible idea for the purpose of influencing one's thoughts and feelings. When we pray affirmatively, we accept the good we desire before we realize it in the material world.

During your prayers and meditation times, join us in affirming the desired condition for V. V. Reid Elementary School. To be most effective, one should memorize or read (say out loud) the following affirmation daily:

V. V. REID ELEMENTARY SCHOOL
612 Gabriel Street
Columbia, South Carolina

SCHOOL AFFIRMATION

WITH DIVINE GUIDANCE, STRENGTH, PEACE AND LOVE, WE INSPIRINGLY MOVE FORWARD TO ESTABLISH V. V. REID ELEMENTARY SCHOOL AS THE LIGHT FOR THE CHILDREN IN THE TWENTY-FIRST CENTURY.

WE NOW GIVE PRAISE AND THANKS TO OUR LORD (G0D) IN THE NAME OF HIS SON JESUS FOR ALL THE RESOURCES (INCLUDING PEOPLE AND FINANCING) THAT WE NEED.

THANK YOU FATHER . . . . THANK YOU FATHER . . . .THANK YOU FATHER.

Martha Jean Adams Heggins, Consultant
April 7, 1989

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"EXCELLENCE IN EDUCATION"

"Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal — a commitment to excellence — that will enable you to attain the success you seek."

- Mario Andretti -

"To dream anything that you want to dream. That is the beauty of the human mind. To do anything that you want to do. That is the strength of the human will. To trust yourself to test your limits. That is the courage to succeed.

- Bernard Edmonds -

"Unless you try to do something beyond what you have already mastered, you will never grow."

- Ronald E. Osborn -

"No one ever attains very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required, that determines the greatness of ultimate distinction."

- Charles K. Adams -

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives."

- Anonymous -

"You will become as small as your controlling desire; as great as your dominant aspiration."

- James Allen -

"Act as though it were impossible to fail"

- Anonymous -

"Real leaders are ordinary people with extraordinary determination."

- George Weinberger -

"Accept the challenges, so that you may feel the exhilaration of victory."

- General George S. Patton -

"Giving up reinforces a sense of incompetence; going on gives you a commitment to succeed."

- Anonymous -

"The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur."

- Vince Lombardi -

"Every job is a self-portrait of the person who did it. Autograph your work with excellence."

- Anonymous -

"With God All Things Are Possible!"

- Matthew 19, 26 -

"It matters not how strait the gait, how charged with punishment the scroll, I am the master of my fate, I am the captain of my soul."

- William Ernest Henley -